DOCUMENT RESUME

ED 135 878 UD 016 152

TITLE	Teachers' Guide to Curriculum Kit for Understanding Chinese Americans.
INSTITUTION	Association of Chinese Teachers, San Francisco, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jun 75
GRANT	OEC-9-74-0054
NOTE	60p.; Project for Cross-Cultural Understanding: The Chinese Americans
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Audiovisual Aids; *Chinese Americans; *Cultural Awareness; Curriculum Development; Elementary Education; Filmstrips; *Instructional Materials; Life Style; Primary Education

ABSTRACT

This is a teacher's guide for a multi-media presentation developed using Emergency School Aid Act funds. It was designed for kindergarten to sixth grade students. The purpose of the kit is to increase cross-cultural understanding by providing information about contemporary Chinese American lifestyles. The kit includes a set of three filmstrips with cassette tapes and learning activities. One filmstrip shows the activities of one Chinese American girl who lives in the San Francisco Chinatown area. Another filmstrip focuses on the activities of a Chinese immigrant boy and his family. A third filmstrip deals with the history of Chinese Americans in the United States. These filmstrips are intended to be used as a series. Learning activities not directly related to the filmstrips but which may also serve to improve cross-cultural understanding of Chinese American culture, history and lifestyles are also explained in this guide. These activities include detailed instructions for implementation along with pictures and a Chinese American Awareness test. (Author/JM)

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TEACHERS' GUIDE

TO

CURRICULUM KIT FOR

UNDERSTANDING CHINESE AMERICANS

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PROJECT FOR CROSS-CULTURAL UNDERSTANDING: THE CHINESE AMERICANS

JUNE 1975

UD 016152

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THE ASSOCIATION OF CHINESE TEACHERS

PROJECT FOR CROSS-CULTURAL UNDERSTANDING: THE CHINESE AMERICANS

(EMERGENCY SCHOOL AID ACT)

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The materials presented were performed pursuant to a Grant (OEG-9-74-0054) from the U. S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

P R E F A C E

In July 1974, The Association of Chinese Teachers (TACT) received a one-year grant from the Office of Education, Department of Health, Education and Welfare under the Emergency School Aid Act (ESAA) for its proposal entitled: "Project for Cross Cultural Understanding: The Chinese Americans." The goal of the Project was to complement and strengthen the school district's efforts to increase multi-cultural understanding within the school community (kindergarten to sixth grade).

A major activity of the Project was to develop curriculum materials which focused on contemporary lifestyles of Chinese Americans in San Francisco. Such instructional materials are a necessity because of the lack of appropriate curriculum materials on contemporary Chinese Americans for the implementation of a multi-ethnic instructional program in the San Francisco Unified School District. Furthermore, there is a dearth of materials - audio visual and literature which are relevant to and reflect the contemporary mores and values of Chinese Americans.

It is hoped that this "Curriculum Kit for Understanding Chinese Americans" would help others to increase their knowledge of Chinese Americans, thereby leading to better intergroup relations. It is to be understood that the life-styles as portrayed in these three filmstrips should not be generalized to represent the lifestyles of all Chinese Americans living in San Francisco. Moreover, the three filmstrips in this series should be used in conjunction with each other so that children will gain a better understanding of Chinese Americans.

We are deeply appreciative to the following San Francisco Unified School District teachers who field tested our materials and then contributed ideas to the final product:

IV.

Janice Bloch, Guadalupe School, Grade 5

Don Earlenbaugh, Alamo School, Grades 2/3

Albert Feldman, Commodore Stockton Summer School, Grade 3

Beatrice Jenkins, Commodore Stockton School, Grade 3

Shirley Lee-Poo, Sherman School, Grade 6

Sue Lim, Corbett Community School, Grades K/1/2/3

June Sahagian, Lakeshore School, Grade 2

Curvis Thomas, Paul Revere School, Grade 5

Cheryl Walker, Corbett Community School, Grades 4/5/6

Some of their comments have been:

"Since there is so limited an amount of Asian American materials for elementary grades, these materials will be an invaluable aid."

"These materials should be a part of the basic program in the schools."

"These materials are an integral part of history as well as for implementing Article 3.3 in the classrooms."

Their comments have been encouraging to our Project and we hope that you will use the Curriculum Kit or adapt it to your needs. We would appreciate any comments you may have regarding the content and format of the kit.

Thanks is to be given to the TACT Project Board, TACT Executive Committee, Community Advisory Committee, and to the volunteers who assisted us in the different components of the Project - production, inservice, curriculum, clerical. Special thanks is to be given to Asian, Inc. who provided supportive services in fiscal management, assistance in program development, and general morale support.

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INTRODUCTION TO CURRICULUM KIT

This Curriculum Kit is a multi-media presentation designed for kindergarten to the 6th grade. The purpose is to increase cross-cultural understanding by providing information about contemporary Chinese American lifestyles.

It is important to mention here that the term Chinese American is used in a broad sense to encompass most people of Chinese ancestry who live in the United States because we, along with other Americans, all contribute to the growth and development of this country.

* * * *

Section I includes a set of three filmstrips with cassette tapes and learning activities. The materials are color-coded*to allow for greater ease in using them.

> Filmstrip #1 shows the activities of one Chinese American girl who lives in the San Francisco Chinatown area. She is seen in different settings, doing things with people who play an important part in her life.
>
> Filmstrip #2 focuses on the activities of a Chinese immigrant boy and his family. We see some of the problems that exist for people in general, but which are usually more intense for immigrants.
>
> Filmstrip #3 deals with a Chinese American girl's search for a part of American history she has not been exposed to: that which includes the history of Chinese Americans in the United States.

These filmstrips are intended to be used as a series. Any one filmstrip shown in isolation can mislead students to think that all Chinese Americans have the same lifestyle. In reality, we know that there are many different lifestyles within ethnic minorities, as well as for the general populace.

Section II consists of learning activities not directly related to the filmstrips but which may serve to also improve cross-cultural understanding by providing a greater understanding of Chinese American culture, history and lifestyles.

*Color Coding
Blue - Getting to Know Carol Low
Orange - My Friend, Roland Chan
Green - Julie's Report

SECTION I - CURRICULUM KIT

There are a total of 17 learning activities to accompany the filmstrips. Most of the materials are self-explanatory and are at the student level of understanding. Therefore, they can be placed in learning centers, and students can work individually or in small groups with them.

Listed below are the activities and the suggested grade level. The recommendations as to grade levels are intended to help teachers gain an idea of the relative difficulty of each activity. It should be up to the discretion of the teacher to decide which activities would be most suitable for his/her particular classroom.

ITEM	GRADE LEVEL
Filmstrips with cassettes in English, Chinese Spanish, and Tagalog	
- Getting to Know Carol Low, 85 frames, 11 min.	All
- My Friend, Roland Chan, 69 frames, 12 min.	All
- Julie's Report, 75 frames, 14 min.	All, better for Grade 2 and up
Recollection Games. One set of 20 cards for each filmstrip, using who, what, where and why questions to guide the students in recalling the content of each filmstrip.	
- Getting to Know Carol Low	All
- My Friend, Roland Chan	All
- Julie's Report	All, better for Grade 2 and up
What Do You Want To Be? Students spin and choose from 8 different art and written activities. This activity can be used after each filmstrip.	Grade 4 and up
Open-ended Task Cards. Four for each filmstrip.	
- Getting to Know Carol Low	Grade 2 and up
- My Friend, Roland Chan	Grade 2 and up
- Julie's Report	Grade 2 and up
Role Playing Task Cards. Nine task cards for role playing everyday situations.	Grade 2 and up
Written Activities. One xerox copy for the teacher to make thermofax ditto copies.	
- Getting to Know Carol Low, Cut & Paste	Grade Kindergarten - 3
- Getting to Know Carol Low, Sentence Completion	Grade 2 and up
- Getting to Know Carol Low, Crossword Puzzle	Grade 3 and up
- My Friend, Roland Chan, Sequence Recall	Grade Kindergarten - 3
- My Friend, Roland Chan, Sequence Recall	Grade 2 and up
- My Friend, Roland Chan, Crossword Puzzle	Grade 3 and up
- Julie's Report, Cut & Paste	Grade Kindergarten - 3
- Julie's Report, Work Word Square	Grade 3 and up
- Julie's Report, Vocabulary Building	Grade 4 and up
Answer Sheets for the above written activities	
Pre/Post Chinese American Awareness Test. Directions. Answer Sheet. Copy of Test.	

GETTING TO KNOW CAROL LOW

KEY CONCEPT - Chinese Americans are Americans.

This filmstrip is intended to help children comprehend the main idea that:

Chinese Americans do things that are different from, as well as similar to, what other Americans do.

SUB-CONCEPTS:

(1) Certain types of behavior are common among all American families regardless of ethnic background or cultural traditions.

For example:
- People shop for food.
- Family members do things with each other.
- Parents are concerned about the growth and well-being of their children.
- Children do things with their peers (play, go to the library, etc.).
- Children go to school.
- People speak the same language to communicate.

(2) Some types of behavior are different because cultural traditions are different.

For example:
- Although Chinese American children attend public school ("American" school), many also attend Chinese language school.
- As well as eating traditional American foods, Chinese Americans eat traditional Chinese foods.
- Many Chinese Americans speak Chinese in addition to speaking English.

PRE-VIEWING DISCUSSION FOR FILMSTRIP #1

(1) Ask students to tell you what Chinese American children are like: what do they do, what do they look like, what foods do they eat, what language(s) do they speak, etc.

(2) Discuss what it feels like to be a new student in class. How can people help a new student?

(Notes for GETTING TO KNOW CAROL LOW continued)

ADDITIONAL INFORMATION FOR FILMSTRIP #1

(1) It is implied throughout the filmstrip that the father speaks English, but the mother relies on using Chinese. In some cases with Chinese American families, one of the two parents knows Chinese and English, but it is not necessarily always the father who is bilingual.

(2) In the Chinatown area, Chinese kids call the public schools "American" school in order to distinguish it from Chinese language school. The reason Carol says that she plays with friends that she doesn't see in "American" school is because the Chinese language schools are not geographically restricted to serve children who live in a particular area. So, Carol sees friends who get bussed to other schools, people who go to other local schools, as well as those who don't live in the Chinatown area. Chinese language school classes have students of mixed ages. They are also private schools.

(3) As in most families, parents are concerned about their children's progress/performance in school. A characteristic of many Chinese parents, however, is to never praise their children in public or in front of the children themselves.

(4) One of the keys to better understanding the educational needs of Chinese American children is to know that many children like Carol can read but do not understand what they are reading. This points to the need for better vocabulary development which will improve comprehension and interpretation of ideas. Also, many Chinese American children need to develop their oral language abilities so they can better articulate their ideas as well as feel comfortable about asking questions.

(5) Many families around the Chinatown area like to shop daily so they can purchase their vegetables and fruit fresh. Also, because of the convenience in shopping, many people find it helpful to live around the Chinatown area. However, there are many who do not want to live in Chinatown because it is so crowded, but who cannot find suitable housing elsewhere.

(6) Crowded housing reflects a crowded, congested area as a whole and therefore there are few places where children can play. Kids go to the Chinese Playground, the Y, Cameron House, Chinese Recreation Center, and the Salvation Army; but the facilities do not come close to serving the needs of a community which is composed of so many families.

(7) Movies are a primary source of entertainment. However, as the media is a very powerful influence upon people, the recent trend of gung fu movies has perpetuated very narrow and skewed stereotypes that all Chinese Americans are gung fu experts which is simply untrue.

(Notes for GETTING TO KNOW CAROL LOW continued)

(8) Chinatown is a small community and people who live in or around the area find that it can serve most of their basic needs, but people do not restrict their activities to this geographic area. There is interaction with people outside Chinatown, especially among younger people.

Also, historically, Chinatowns as we know them did not emerge due to voluntary self-segregation by Chinese in America. The situation during the late 1800's was such that Chinese sought protection from racism and prejudice by developing Chinatown communities even more.

POST-VIEWING ACTIVITIES FOR FILMSTRIP #1

(1) Discuss the question frame at the end of the filmstrip:

Think of the things Carol did.

Do you do the same things?
Do you do different things?

(2) Discuss the pre-viewing perceptions that students had about Chinese Americans. Compare them with what was seen in the filmstrip.

Use general discussion questions about the filmstrip:
- What is different about the things that Carol and her family do compared to your family?
- What are the similarities about Carol's family and your family?
- Have you been to Chinatown before? What did you see? Did you do the same things Carol did with her friends and family?
- Are there other areas in San Francisco that show that many people who have special traditions and customs live there? (Mission district, Richmond district, Western Addition, Hunters Point.)
- Is Carol Low a Chinese American? Do you know any Chinese Americans?

(3) Play Recollection Game

Use learning activities in kit

GETTING TO KNOW CAROL LOW

1. Introduction/Title Frame

This filmstrip is about the activities of one Chinese American girl living in the Chinatown/North Beach area of San Francisco. It does not reflect the life styles of all Chinese Americans.

Filmstrip #2 shows how an immigrant Chinese family lives. In filmstrip #3, we look at a Chinese family living outside of the Chinatown area.

2. Objective Frame

Look for some of the things that are similar to what you do.

Look for some of the things that are different from what you do.

INTRODUCTORY FRAMES - MUSIC ONLY, NO NARRATION

3 - 8

SCENE I - CHINESE SCHOOL

9. Carol: I'm Carol Low. This is my Chinese school. I come here everyday after American school. I am in the third grade.

10. Carol: In Chinese school, I learn how to read and write in Chinese. I like writing Chinese characters.

11. Teacher: (IN CHINESE) Carol, you read the next page.

12. Carol: (Carol recites a section in Chinese about eating fresh fruits.)

13. Carol: I like recess. We play with friends we don't see in American school.

14. Carol: After Chinese school, my brother Steve and I go home together.

15. No audio.

SCENE II - DINNER AT HOME

16. Carol/Steve: Hi, Mommy. Hi, Daddy.

Carol: (IN CHINESE) Mrs. Jones gave me my report card. She said my grades were good. Here, take a look.

17. Steve: Here's mine.
Carol: Let me see. Did you get good grades?
Steve: Of course, I'm not dumb like you.

18. Father: (IN CHINESE) Quiet down. Carol, your teacher says you should do better in reading.

19. Carol: (IN CHINESE) I can read, but I don't always understand what I read. My teacher says I draw really well. She puts up all my drawings.

20. Mother: (IN CHINESE) You should study more and draw less. Both of you should be good students like your cousins.

Carol: Oh, Mom.
Steve: That again!

21. Father: (IN CHINESE) All right, all right. Hurry up and eat so you can do your homework.

SCENE III - TRANSITION, SCHOOL BUS

22.)
23.) no audio

SCENE IV - FIRST DAY OF SCHOOL, INSIDE CLASSROOM

24. Mrs. Jones: Boys and girls. A new girl has come to our room. Her name is Linda Martinez. Is there something that each of you can do to make her feel at home with us?

25. Mrs. Jones: Linda, I'm going to ask you to come over here and sit next to Carol. Carol can help you and show you around. Is that all right with you,Carol?

Carol: Sure,Mrs. Jones.

Mrs. Jones: Good.

26. Mrs. Jones: Yesterday, boys and girls, if you remember, we talked about the different kinds of work that people do.

27. Mrs. Jones: Today, I'm going to ask each of you to write what you would like to do when you grow up.

28. Student A: I want to be a TV star
Student B: I want to go outer space
Student C: I am going to be a doctor.

29. Carol: I think I wanna be...either....

30.)
31.) no narration
32.)

SCENE V - PLAYGROUND, SPILLED MILK

33. Girls: Hey, Carol, get off the slide. It's our turn.
Carol: O.K. O.K.

34.)
35.) no narration
36.)

37. Boys: Hey,guys. Watch out for the milk!

38. Carol: Look what you've done!

39. Boy #1: I didn't do it.
Boy #2: I didn't do it either.

40. Boy #2: This is our bench. We always play right here.

Carol: You should look where you're going.

41. Carol: Come on, Linda. Let's go over there. We don't have to sit here.

SCENE VI - PLAYGROUND, CAROL AND LINDA

42. No narration.

43. Linda: Gee, there's a lot of Chinese kids here. Do you all speak Chinese?

44. Carol: Most of us do. We speak Chinese at home. Some of us learn it in Chinese school.

45. Linda: You mean you go to school all day long? Don't you get to do anything else?

46. Carol: On weekends, I do things with my friends and family.

Linda: Like what?

47. Carol: Every Saturday, I go shopping with my mother. We buy chicken, beef, and fish at the meat market.

48. No narration.

49. Carol: Then we buy fruit, especially oranges.

50. Carol: Next, we buy vegetables, and they're really fresh.

51.)
52.) No narration.

53. Carol: I help Mom carry things home and put them away.

54. Carol: Sometimes I go to the library with my friends.

55. Linda: Yeh, libraries are neat places.

56. Linda: I go to the library by my house. Then I play with my friends.

57. Carol: My friends and I play at Ping Yuen Project or just on the sidewalk.

58. Carol: There aren't any places to play by my house.

59. Carol: After that, we go around Chinatown and buy stuff to eat.

60. No narration.

61. Linda: That sounds like fun. But I like movies better. How about you?

62. Carol: Well, sometimes my father takes my brother Steve and me to the movies downtown.

63. Carol: But most of the time we see the movies in Chinatown. I like them because there's lots of action.

64. Linda: It's fun doing things with other people. Carol, why don't we do some things together?

65. Carol: That would be terrific!

66. - 71. no narration

72. Think of the things Carol did.

Do you do the same things?

Do you do different things?

The next eight pictures will help you review some of the things that Carol did.

73. - 80. Review Slides

81. Credit frame

82. Special thanks frame

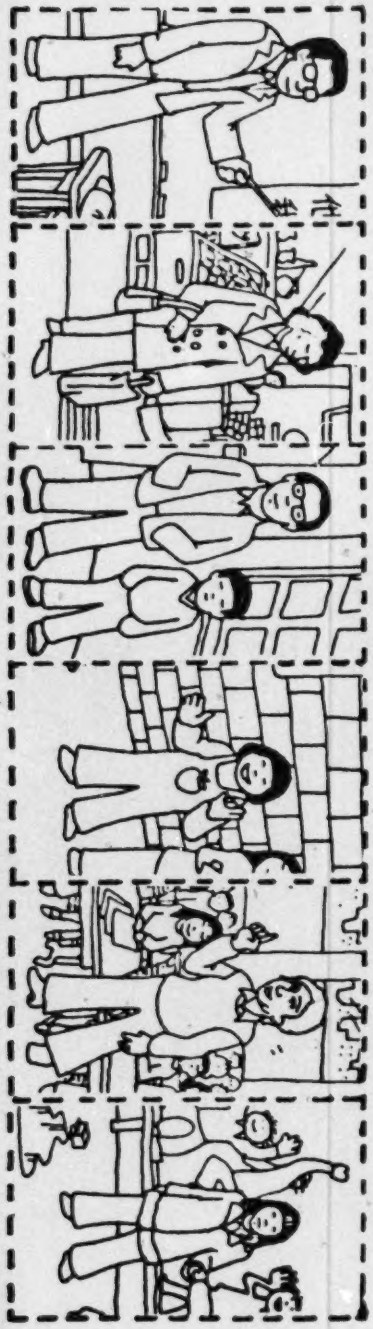
83. Translator frame

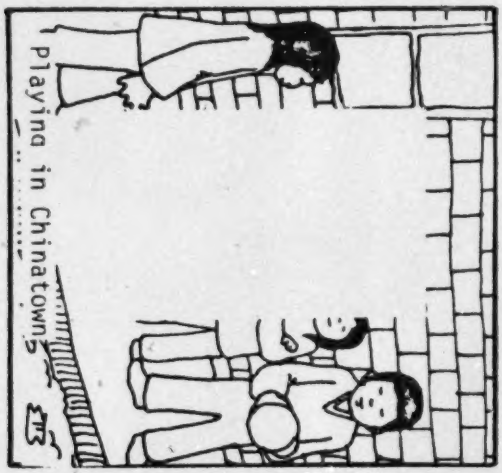
84. Produced by frame

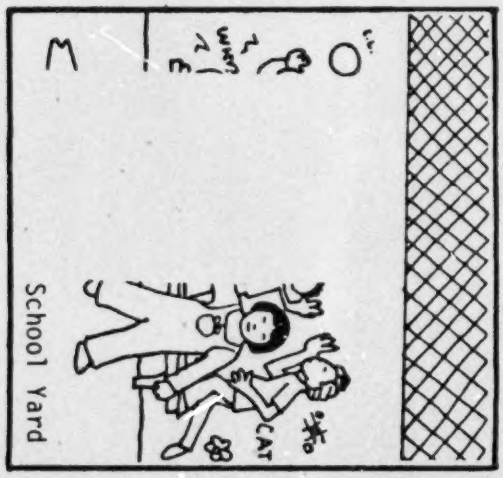
85. U. S. Office of Education

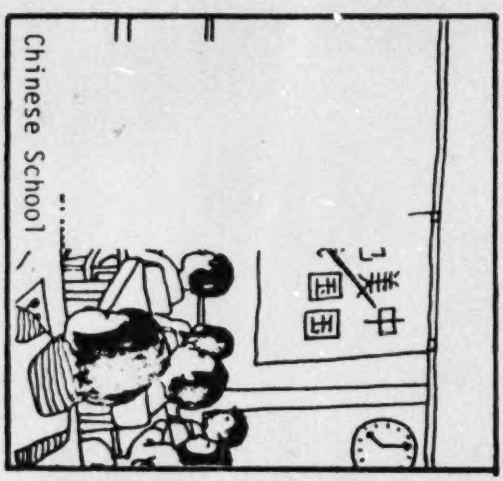
NAME: _____ WRITTEN ACTIVITIES

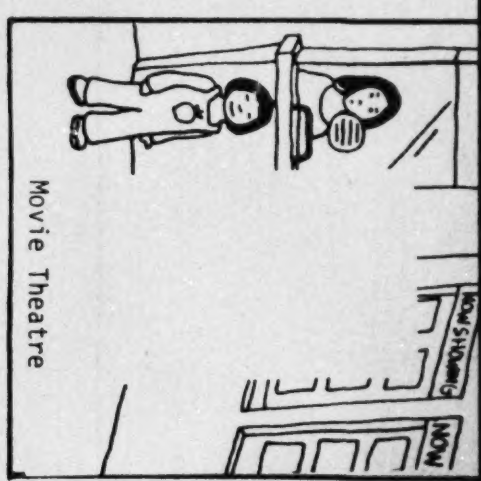
CUT OUT THE PEOPLE AND PUT THEM WHERE THEY BELONG IN THE PICTURE











NAME _____

USE THESE WORDS TO COMPLETE THE SENTENCES BELOW.

Steve	plays	boy
American	third	drawing
Martinez	Mrs. Jones	studying
sidewalk	movies	Chinese
shopping	libraries	

1. Carol Low goes to _____ school and _____ school.

2. _____ gave Carol a good report card.

3. In Chinese school, Carol _____ with friends she doesn't see in American school.

4. Carol's mother said Carol should spend less time _____ and more time _____.

5. Linda _____ is the new girl in school.

6. Carol is in the _____ grade.

7. It's crowded in Chinatown so Carol and her friends play on the _____.

8. A _____ knocked over Linda's milk.

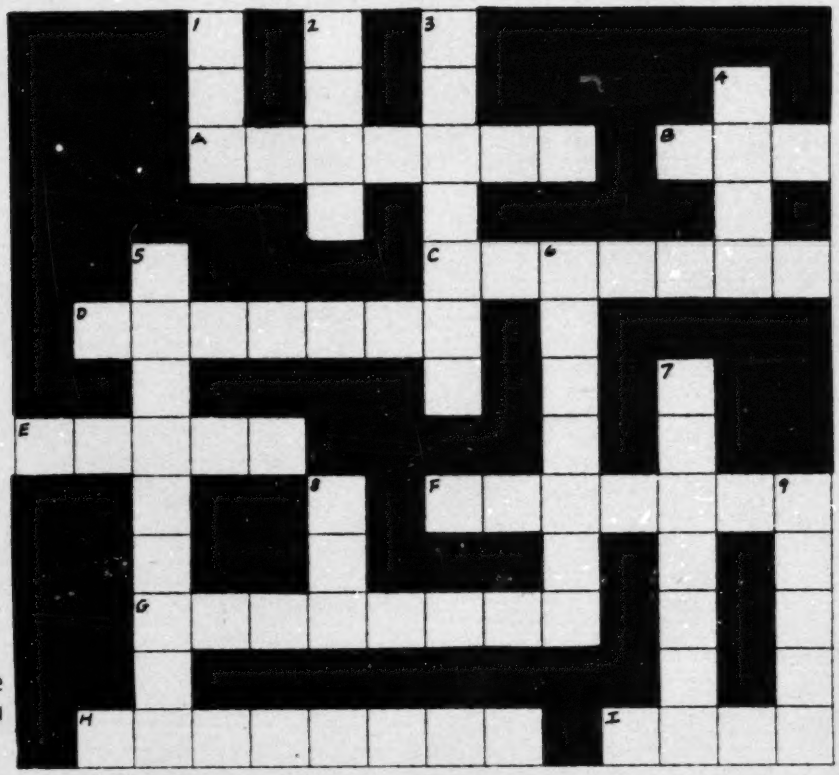
9. Carol goes _____ with her mother on weekends.

10. Carol and Linda both like _____ and _____.

11. Carol and _____ go home together after Chinese school.

12.

NAME _____



ANSWERS ACROSS

The answers come from the filmstrip you saw.

ANSWERS DOWN

The answers are general things about Chinese Americans.

A. Carol needs to do better in _____.

B. Carol's last name is _____.

C. Carol does her homework in the _____.

D. Carol likes to do things with her family and _____.

E. The new girl in school is _____ Martinez.

F. Carol likes _____ Chinese characters.

G. The new girl in school was eating a _____ when her milk was knocked over.

H. Carol and Steve do their _____ after dinner.

I. Carol and her mother buy _____, fish, fruit, and vegetables when they go shopping.

1. Most people who live in Chinatown do not have to use a _____ when they go shopping. They walk.

2. Chinatown is very crowded. There are not very many places for kids to _____.

3. In Chinatown, many Chinese kids go to _____ school.

4. In San Francisco, the best place to buy Chinese food is in China _ _ _ _.

5. About 10% of the population in San _____ is Chinese.

6/7 Many Chinese kids in San Francisco know how to speak _____ and _____.

8. Many business people in Chinatown use an abacus to _____ and do other arithmetic problems.

9. The main street in San Francisco Chinatown is _____ Avenue. It used to be called DuPont Guy.

MY FRIEND, ROLAND CHAN

KEY CONCEPT - Chinese immigrants to the U.S. establish a new life.

This filmstrip is intended to help children comprehend the main idea that:

Chinese immigrants to this country begin a new life and need to learn new things about this country.

SUB-CONCEPTS:

(1) Chinese newcomers try to resolve problems regarding employment, education, and basic adjustment.

For example:
- Both parents need to work.
- The family members try to learn English.
- The parents stress the importance of learning at school.
- Individual members like Roland try to find solutions to specific problems such as adjustment at school.

(2) There are other ways in which immigrant families can be helped.

For example:
- The schools could provide more help for immigrant children.
- Places in the community can provide services such as tutoring, English classes, general assistance.
- Individuals can try to help by being a friend, translating, tutoring, answering questions, etc.

PRE-VIEWING DISCUSSION FOR FILMSTRIP #2

(1) Have the students discuss the word "immigrant." What does it mean? Do they know any immigrant children? Are any of the students in class an immigrant? From what country?

(2) What kinds of problems do immigrants have?

ADDITIONAL INFORMATION FOR FILMSTRIP #2

(1) Like many Chinese immigrants, Roland and his family came from Hong Kong. Others come from Taiwan and other countries. The reasons families come to America are numerous and there is no one reason for immigrating. Some considerations are: crowded housing conditions, difficulty in finding jobs, and limited public education in other countries.

(Notes for MY FRIEND, ROLAND CHAN continued)

(2) Many Chinese American families, especially immigrant ones, consist of parents who both work. The motivation for work is seldom because they have a choice as to what type of work they do or because they like the working conditions, RATHER, it is because the economic situation requires that they work. However, this also holds true for many working class families in the United States.

(3) Learning English is one of the most difficult and frustrating tasks that immigrants have to tackle. Most do not know much English when they arrive. Even those who do know it do not feel comfortable using it because they don't think they are fluent enough. With families like Roland's, where both parents have to work, it is difficult to even find time to study English. Many parents don't even have opportunities to learn English because of work schedules, limited free time, or physical exhaustion after a day's work.

(4) For many children like Roland, the fact that they cannot speak English very well combined with the negative attitudes that people have about non-English speakers, lead them to have a low self-concept. Bilingual education (in this case the use of both English and Chinese as mediums of instruction), can instill in children the positive aspects of knowing a language other than English while at the same time provide new methods for teaching English. Bilingual education is supported by many in the community. Some feel it is important for children who know another language to be able to retain and build on that knowledge so they can learn English. Others believe that everyone should be given the opportunity to be bilingual. Still others feel that it is necessary to offer bilingual classes in order to help children's social adjustment.

(5) In most cases, Chinese immigrants choose to live in or near Chinatown because of the convenience for shopping, working, and familiarity of language and customes. As a result, living space is very congested, and Chinatown is expanding more and more into other areas.

(6) Many immigrant children don't hit back when they are picked on by other children. There are many reasons for this but some of the major ones are: cultural differences which lead some parents to bring up their children to not strike back, confusion as to why he/she was hit in the first place, not wanting to "get into trouble" with the teacher, etc. However, some immigrant kids do fight back - defend themselves - as we see in Roland's situation.

(Notes for MY FRIEND, ROLAND CHAN continued)

POST-VIEWING ACTIVITIES FOR FILMSTRIP #2

(1) Discuss the question frames at the end of the filmstrip:

Donald suggested 5 things that Roland could do if someone hits him.

What are the 5 ways?
What are some other ways?
What do you think is going to happen Monday?

Think of the ways in which Roland and his family try to solve their problems.

How does your family solve problems?

STUDENTS SHOULD BE ENCOURAGED TO ANSWER THEM FROM A SERIOUS AND REALISTIC POINT OF VIEW.

(2) Discuss the pre-viewing perceptions of what an immigrant is and how an immigrant family's lifestyle might compare with other people's.

Discuss this in terms of language, culture, economic situation, adjustment. Bring out the fact that the majority of citizens in America are offsprings of immigrant peoples to the United States.

(3) Play Recollection Game.

---Use learning activities in kit---

MY FRIEND, ROLAND CHAN

1. Introduction/Title Frame

This filmstrip is about the activities of one Chinese immigrant family living in San Francisco Chinatown. It does not reflect the lifestyles of all Chinese immigrants.

In filmstrip #1, you see the lifestyle of one Chinese American family living in the Chinatown/North Beach area of San Francisco. In filmstrip #3, we look at the activities of a Chinese American family outside of the Chinatown area.

2. Question Frame

What are some of the problems that Roland and his family have?

How do they try to solve their problems?

3.)
4.) no narration

5. Susan: Guess what, Roland. You got a letter from Hong Kong.

Roland: Oh yeh? Let me have it.

6. Roland: It's from cousin Bak Ying.

7. Susan: Read me the letter, Roland. What does Bak Ying say?

8. Roland: They moved to a new place.

Susan: Where is it?

Roland: Close to where we used to live. They like it there.

9. Father: (IN CHINESE) What are you reading?

10. Roland: (IN CHINESE) A letter from cousin Bak Ying. Do you want to read it?

11. Father: (IN CHINESE) Later. I have to go to work now. Be sure to do your homework today.

Susan/Roland: O.K./Bye.

12. Roland: We have to go too. My game starts at 11:30. Com'on, Susan.

ROLAND BEGINS TO REFLECT ABOUT WHAT HE CAN WRITE TO BAK YING.

13. Roland: I'm going to write to Bak Ying tonight. I didn't write to him for a long time. Last time I told him about Chinatown.

14. Roland: We have lived here for almost two years so I know Chinatown. It's really close to everything we need. We do our shopping here and Father and Mother walk to work.

15. Roland: I have to tell Bak Ying that Father got a new job. He's a waiter at one of the restaurants in Chinatown.

16. Roland: The restaurant is very busy on Saturdays, so Father goes to work at 11:30. The other days he goes to work at 12 o'clock. He comes home very late, about 9 or 10 at night.

17. Roland: Father studies his English everyday. He wants to work in electronics again. That was his job in Hong Kong.

18. Roland: He says that working in an electronics factory is like in Hong Kong. But he can't take the test now. The test is only in English.

19. Roland: In the morning, Father goes to English class. Then he goes to work. Mother studies at home when she has time.

20. Roland: Father and Mother have a hard time learning English. It's hard for me and I go to school all day to learn English.

21. Roland: Mother doesn't have much time to study. She works at one of the sewing factories in Chinatown.

22. Roland: Her back gets tired from bending over the machine all day for 9 or 10 hours. I wish Mother didn't have to work so hard.

23. Roland: After work, she cleans house and cooks dinner. I wash the dishes.

24. Roland: In Hong Kong, Mother didn't have to work because Father got a pretty good job. Now, we need the money to pay the rent and pay for the other things we need.

25. Roland: Mother and Father work all the time. Susan and I don't see them very much. Still, we do things together.

26. Susan: Roland,there's Jane and Bonnie. I want to play with them.

Roland: O.K., but come back at 2 o'clock.

ROLAND BRINGS OUT HIS LETTER TO READ AGAIN. DONALD, HIS TUTOR, COMES INTO THE PICTURE.

27. Donald: Hey, Roland. What's happening? What have you go there?

28. Roland: Hi, Donald. Oh, I got a letter from my cousin in Hong Kong today. I'm going to tell him about you.

Donald: Oh, yeh? What are you going to say?

29. Roland: I'm going to tell him that you teach me a lot of English. You are my friend because you tell me a lot of things about America that I don't know. And you help me with my school work.

Boys: Hey, Roland. Come on, we're starting the game.

30. Roland: I'll talk to you later, Donald.

Donald: O. K., Roland. Have a good game.

31. no narration

32. Donald: I remember when I met Roland. It was his first day at school.

33. Donald: When he came into class, he was all eyes. Everything was new to him.

34. Donald: The classroom must have seemed different. Kids worked in small groups and corrected their own papers. And everyone spoke English.

35. Donald: But Roland was eager to learn. He paid close attention to the teacher's directions and actions even though he didn't always understand what the teacher was saying.

36. Donald: I was student teaching then. I introduced myself to Roland that day. After I spoke to him in Chinese, he began asking me all sorts of questions.

37. Roland: (IN CHINESE) "What's the teacher saying?" "Where do I wait for the bus?"

38. Donald: I worked with Roland all of that day and the rest of that year. Mostly, I explained what went on in class. School was hard for Roland. He couldn't read the books the other kids read. I spent a lot of time helping him with his reading.

39. Donald: I knew that doing well in school was important for Roland. Getting a better education was one of the reasons he and his family came to America.

40. Donald: There were many times when I had to translate school notes and forms that Roland had to take home. The school should translate these forms so that Roland's parents would know what they mean.

41. Donald: I changed schools at the end of that year, but I still see Roland. He comes down to the "Y" on Tuesday and Thursday nights for tutoring.

42. Donald: Roland still has problems with English, but he's smart. He could do a lot better in school with the proper help.

ROLAND AND HIS FRIENDS LOOK LIKE THEY'RE TAKING A BREAK. ROLAND COMES TOWARD DONALD.

43. Donald: Here, have a coke, Roland.

Roland: Thanks, I'm sure thirsty.

44. Donald: How's school been? Got any questions?

Roland: Yeh! What do I do when someone hits me?

Donald: Why do you want to know? Did you get into a fight or something?

45. Roland: Yeh! This guy at school hit me yesterday. Then he pushed me and yelled at me. He made me so mad...(lapses into Chinese. I hit him back.)

Donald: Wait a minute, wait a minute. Slow down, Roland...Now, tell me what happened.

46. Roland: I was playing kickball with my friends at lunch time.

47. Roland: Then this guy, John, came over and pushed me two times. He called me names. He said I was stupid because I didn't speak English. He made fun of the way I talk.

48. Roland: I got mad and pushed him back.

49. Roland: So, we got into a fight. That was the first time I got into trouble at school.

Donald: You got into trouble? What happened?

50. Roland: The teacher was right there. He stopped the fight. Then he said something, but I didn't know what he was talking about.

51. Roland: I don't like it when people call me names. My English is no good to tell people to stop. But I'm not stupid.

52. Donald: You're right. Just because you don't speak English doesn't mean you're stupid.

Roland: What can I do?

53. Donald: Well, there are lots of things you can do when people call you names and push you around.

Roland: Like what?

54. Donald: You could tell the teacher.

Roland: I try, but they don't understand me.

55. Donald: Then you could talk to your friends about it.

Roland: Yeh, but ...

56. Donald: You could run and hope that you run faster than the other guy.

Roland: I don't want to run away!

57. Roland: How about hitting the guy back?

Donald: Sometimes you just have to. You shouldn't let someone beat you up.

Roland: What would <u>YOU</u> do, Donald?

58. Donald: I'd try talking to him.

Roland: Talk to him?!!! They'd just laugh at me. My English is no good.

59. Donald: Your English is all right. Maybe John said something to you and you didn't hear him. You should try to work it out. He's in your class, isn't he? You're going to have to see him again.

Roland: Yeh...But he won't understand me...

60. Roland: Hey, maybe Peter will help me. He's my friend and he's John's friend too. I can tell Peter what happened. He speaks Chinese, so he can help me talk to John.

    Donald: That's a good idea, Roland. Tell me what happens next week.

61. Roland: I wonder what's going to happen Monday when I talk to John?

62. Title Frame

63. Question Frame
    Think of the ways in which Roland and his family try to solve their problems.

    How does your family solve problems?

64. Question Frame
    Donald suggested 5 things that Roland could do if someone hits him.

    What are the 5 ways?

    What are some other ways?

    What do you think is going to happen Monday?

65. Credit frame

66. Translator frame

67. Special thanks frame

68. Produced by frame

69. U. S. Office of Education

Name _____ WRITTEN ACTIVITIES 21.

Purpose: To recall the sequence of events

Directions: Look at the pictures. Read the sentences. Write 1 in the space by the picture that happened first, 2 by the next space, etc. Draw/write what you would do in the last space.

Roland and John got into a fight.

Roland was playing kickball at noon.

The teacher stopped the fight.

Roland will talk to John on Monday.

What would you do?

NAME _____

ROLAND

Purpose: To recall the sequence of events

Directions: Think about the filmstrip, "My Friend, Roland Chan."
Read the sentences below and tell what happened first, second, and so on.
Write 1 in front of the sentence that happened first, 2 by the next sentence and so on.

_____ John hit Roland and yelled at him.

_____ The teacher stopped the fight.

_____ Roland was playing kickball at noon.

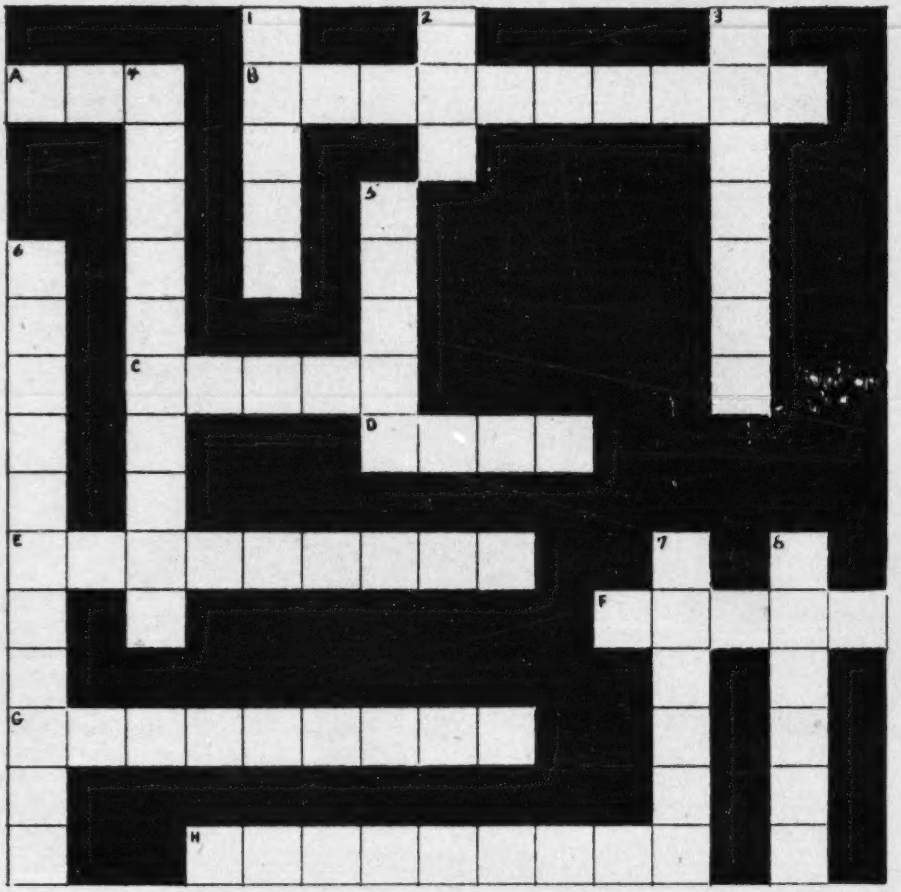
_____ Roland and John got into a fight.

_____ Roland will ask Peter to help him talk to John on Monday.

Did you ever get into a fight? Write about it.

Was your solution a good one at that time?

NAME _____



ROLAND

DOWN - THE ANSWERS COME FROM THE FILMSTRIP: MY FRIEND, ROLAND CHAN

1. _____ is Roland's sister.
2. Roland's father doesn't get home from work until nine or _____ o'clock at night.
3. Donald helps Roland with his _____.
4. Roland likes to play _____.
5. Roland and his family are trying to _____ English.
6. The science dealing with such things as radar, radio and television.
7. Bak Ying is Roland's _____. He wrote a letter to Roland.
8. Donald is Roland's _____ and tutor.

ACROSS - THE ANSWERS ARE GENERAL THINGS ABOUT CHINESE AMERICANS AND OTHER PEOPLE

A. All parents need a _____ in order to support their family.

B. Sometimes kids get into fights at school because they don't _____ each other.

C. Someone who helps you with your school work is a _____.

D. In most immigrant Chinese families, both parents _____ to work.

E. Immigrant families do things with their friends and _____.

F. Many people in Chinatown work long _____ for low wages.

G. A person from another country who comes here to live is an _____.

H. Many Chinese immigrants live in S. F. _____ because it is convenient and because it is more familiar than other places.

WHEN YOU COMPLETE YOUR CROSSWORD PUZZLE, CHECK WITH THE TEACHER OR THE ANSWER SHEET.

JULIE'S REPORT

KEY CONCEPT - Chinese Americans, like all Americans, have a rich ethnic/cultural heritage in the United States.

This filmstrip is intended to help children comprehend the main idea that:

The history of Chinese Americans in the United States, along with the history of all people who live in this country, is all part of American history.

SUB-CONCEPTS:

(1) People are influenced by their environment.

For example:
- Julie's family is very similar to other families in their neighborhood as far as language, dress, etc.
- Julie's familiarity with Chinatown and her ethnic history is very superficial because she is not exposed to them.

(2) Chinese Americans have made many contributions to the development of the United States:

For example:
- mining
- fishing
- farming
- railroad building.
- shrimp fishing
- factory work
- laundry work
- service work

PRE-VIEWING DISCUSSION FOR FILMSTRIP #3

(1) Discuss the word "contribution" and what it means.

(2) Discuss the meaning of "history" and specifically, what is American history. What have been the contributions of people of different ethnic/cultural backgrounds?

ADDITIONAL INFORMATION FOR FILMSTRIP #3

(1) Julie's family, like many other Chinese American families living in the Sunset area, or in a suburb; is pretty "middle class." The father is a white collar worker and they are a 2-car family. Julie, like many other third or fourth generation Chinese Americans, is unable to speak Chinese fluently. Usually, they are able to understand a little but seldom use Chinese, except to speak to older relatives.

(Notes for JULIE'S REPORT continued)

(2) Chinese Americans who live away from a distinct Chinatown community or an area where there are many Chinese, do develop close friendships with people of other ethnic backgrounds as well as with their own ethnic group, as is reflected by Julie's interaction with people.

However, in many cases, there still is a strong link to activities/ events which are culturally oriented. There are visits to relatives, some go to Chinese school; there are church or Y activities in Chinatown that Chinese living away from a Chinatown will participate in.

(3) Just in the past several years, Asians and other ethnic minorities have been able to find out more about the history of ethnic peoples in the United States. Most of these opportunities (Ethnic Studies, Third World programs, etc.) were won out of the civil rights and student movements of the late 1960's. Julie's ignorance about Chinese American history reflects, however, that not enough has been done at the lower levels. Even programs which exist at the college level are being cut back now.

(4) Uncle Bob represents the many "old timers" who now live in the United States. They came to America as young men primarily to work but who remained here without opportunities to raise families. Some could not afford to return to China because they never received fair wages which would allow them to save up for passage. Most of them, however, found they were bound by numerous, oppressive anti-Chinese laws. It was difficult to re-enter America if one chose to return to China to get married. For certain periods (sometimes up to 20 years) wives were prohibited from entering America to join their husbands. At the same time, Chinese males were not allowed to marry "whites."

(5) The Salinas Valley is considered the "Salad Bowl of the World" because it is an area from which a great abundance of vegetables used for the preparation of salads do come.

Chinese Americans did much to help develop land in California so that what was once considered waste land was converted into prime farm land. Uncle Bob's ownership of a farm is an exceptional case, however, because the passage of numerous Alien Land Acts in the early 1900's made it extremely difficult for Asians to purchase land. As a result, many Chinese were forced to work on farms as farm hands. They were used as a cheap source of labor, to travel up and down the west coast, following the route of what needed to be harvested.

(Notes for JULIE'S REPORT continued)

POST-VIEWING ACTIVITIES FOR FILMSTRIP #3

(1) Discuss the question frame at the end of the filmstrip:

What contributions have Chinese Americans made to this country?

Also discuss the contributions of other people to the progress of America. What are some contemporary contributions? -- Have the students in class talk about what their parents do and how that is an important contribution to the growth and development of this country.

(2) Play Recollection Game.

(3) Suggest that students in your class do a group or individual report which covers the history of different peoples as part of American history.

Use learning activities in kit.

AFTER VIEWING ALL THREE FILMSTRIPS, STUDENTS SHOULD KNOW THAT:

(1) Chinese Americans are Americans.

(2) Because of their cultural heritage, Chinese Americans do many things that are different from, as well as similar to, other Americans.

(3) Chinese immigrants who come to America encounter problems but they try to solve them because they intend to establish a new life.

(4) There are many things to be learned about the history of Chinese Americans and other Americans in this country.

JULIE'S REPORT

1. Introduction/Title Frame

   This filmstrip is about the activities of one Chinese American girl living in San Francisco. It does not reflect the lifestyles of all Chinese Americans.

   Filmstrip #1 shows how a Chinese American family living in the Chinatown/ North Beach area lives. In filmstrip #2, we look at how an immigrant Chinese family lives.

2. Objective Frame A

   Many people have helped America grow.

   The things they have done are called CONTRIBUTIONS.

3. Objective Frame B

   Look for the contributions that Chinese Americans have made in this country

---

SCENE I - AMERICAN PUBLIC SCHOOL CLASSROOM, 5th GRADE

4.) no audio
5.)

6. Teacher: To finish up this unit, I'd like each of you to list some of the things your parents and grandparents have done in the United States.

7. Julie: Does that mean we have to write a report?

   Teacher: Right, Julie. After you list your ancestors' contributions, pick one or two things to write your report on.

8. Juanita: I know what my great-grandparents did. They helped build some of the missions we have in California. That's one thing I'm going to put down.

9. Michael: I have three things already. Hey, Julie, let me see your paper.

10. Michael: Julie, your paper's blank. Didn't the Chinese do anything?

11. Julie: Of course! We did lots of things. ...Only I can't think of anything right now. HEY, give me my paper back!!!

SCENE II - WALKING HOME FROM SCHOOL WITH RUBY (BLACK GIRLFRIEND)

12. Ruby: What's your report going to be on, Julie?

    Julie: I don't know, Ruby. I haven't really thought about what the Chinese did in America. I can't think of anything at all. What are you going to do?

13. Ruby: I'm going to the library to see what they have. There's an exhibit on Black history. Do you want to come with me?

Julie: O.K. There might be some books I can use.

14. Ruby: I'm also going to talk to my parents. They've told me a lot about my family's history.

Julie: That's a good idea. Maybe I should do that too. Hey, there's Mom now.

15. Mrs. Wong: Hi, girls. How was school today?

Julie: It was O.K. We're doing reports. I have to do one on the Chinese in America.

16. Mrs. Wong: I'd like to hear more about it. Come in, girls. I made some cookies this morning. Would you like some?

Ruby: Thanks, Mrs. Wong, but I can't now. I have to go to the library to do my report.

Julie: Can I go too, Mom? I want to check out some books.

17. Mrs. Wong: O.K. Thanks for helping me, girls.

Julie: I'll be home in an hour.

Ruby: Bye, Mrs. Wong

SCENE III - HOME, EATING DINNER

18. Mrs. Wong: Julie, didn't you bring home any books from the library?

Julie: No, the library didn't have any books about the Chinese in America. How am I going to do my report?

19. Father: There's not much written about what our grandparents and great-grandparents did in the 18 and 1900's.

Julie: How come, Daddy?

20. Father: Because not enough people think it's important. But it won't change until people are willing to do something about it.

21. Julie: I think it's important. I'm going to write a report on what the Chinese did. Will you help me?

22. Father: Sure, I could tell you what I did as a kid, but if you really want to know about the past hundred years, you should talk to Uncle Bob. He could tell you a lot about what we did in America.

23. Julie: But I can't speak Chinese!

Father: He speaks English too, remember. We'll try to go see him before your report is due.

24. Father: I have to meet someone at the office. See you later.

Julie: Daddy, can you drop me off at Sharon's house? We have to plan for a church picnic. It's only two weeks away.

Father: Sure, Julie. Get ready.

25. Father: While you're at Sharon's, you should talk to Sharon's brother about your report. Alan's taking some Asian American Studies classes.

Julie: I will if he's home. Thanks, Daddy.

SCENE IV - AT SHARON GEE'S HOUSE

26. Julie: Is Alan home? I want to talk to him before we plan for the picnic.

Sharon: Yeh. You can talk to him. I'm going to finish watching TV.

27. Julie: Hi, Alan. Can you help me with my report for school?

28. Alan: If I can, Julie. What are you doing it on?

Julie: It's on what the Chinese did in America.

29. Alan: That sounds great. We did a lot to help build America. Most people don't realize how much the Chinese did. One of the first things the Chinese did was work in the gold mines. They worked all over the West Coast, but especially in California. We also helped to build the transcontinental railroad.

30. Alan: Many Chinese also worked in the fishing industries. They worked as far north as Alaska. One of the largest industries was the shrimp industry. Hundreds of Chinese worked at shrimp fishing around the San Francisco Bay area in the 1870's.

31. Julie: How can I find out more, Alan? I need pictures and books.

Alan: You can come with me to the Chinese Historical Society in Chinatown this weekend. I'm doing a report for my class too, so I could show you some of the things in there. Why don't you come too, Sharon? You might learn something.

32. Sharon: O. K. I'll come. I love riding in your car.

Julie: Good. I'll check with Mom and Dad. I'm pretty sure it'll be O.K.

SCENE V - AT THE CHINESE HISTORICAL SOCIETY

33. Alan: Julie, this painting shows what it was probably like when the Chinese worked on the railroads in the 1860's and 70's.

34. Alan: This is one of the wicker hats that most Chinese wore while picking fruit, or working in the fields. It protected them from the sun when it was really hot.

35. Alan: And this is a handmade wheelbarrow that was used to haul freight and gold ore.

36. Alan: You both know what this is: it's a gold miners' rocker; used to search for gold. There wasn't much left to mine after the other miners finished going through everything. The Chinese and Mexicans were allowed only to work on the old mines, and even then, they had to pay a Miners' Tax.

37. Alan: Well, how did you like the museum?

38. Julie: I learned a lot about what the Chinese did on the gold mines and on the railroads. It's like what Uncle Bob told me yesterday. The Chinese sure did a lot of things to help build America. Thanks for bringing us, Alan.

39. Sharon: This is really interesting. I think I'd like to do a report for my class too.

40. Alan: Let's get something to eat before we go home. I'm hungry.

SCENE VI - CLASSROOM

41. Michael: Hey, Julie, got your report ready for class? Mine's gonna be great. I'm talking about how the Irish built the railroads.

42. Julie: Guess what, Michael. The Irish weren't the only ones who built the railroads. The Chinese did too.

Michael: How'd you find that out?

43. Julie: My uncle told me. His grandfather worked on the railroads. He said it was hard and dangerous, but they got the job done. My uncle's even coming to class today. He's gonna help me do my report.

44. Michael: Oh yeh. I remember my grandfather saying something about the Chinese working in the West. Our ancestors sure did a lot of work to lay down all those railroad tracks. Just think--this place wouldn't be what it is today without people like our great-grandparents.

45. Ruby: Let me see your report, Julie.

Julie: Sure. I'll get it out.

46. Julie: Oh, NO! I can't find it.

Ruby: Did you leave it at home?

Julie: Maybe. I'll call Mom and check.

47. Julie: Mom, I can't find my report. Can you look for it?

Mother: I'll see if I can find it. By the way, Uncle Bob and I might be a little late. He's going to be busy at noon.

48. Teacher: I hope all of you have your reports ready. Julie, would you like to give yours first?

49. Julie: Uughh. . . I . . . uh, I don't have my report yet. And I have to wait for someone. Can I give it later?

50. Michael: If you don't have your report, we won't know anything about what the Chinese did in America.

51. Julie: Oh, no... I hope Mom finds my report and Uncle Bob gets here soon.

52. Julie: Uncle Bob! Mom! You found my report!

53. Teacher: Julie, would you like to give your report now?

Julie: I sure would.

54. Julie: This is my uncle, Mr. Wong. He's going to help me talk about what the Chinese did in America.

55. Uncle Bob: I'm glad Julie asked me to come speak today. I came to America when I was just a little bit older than you kids. Since then, I have done a lot of things, but I'm just going to talk about farming.

56. Uncle Bob: I have brought my photo album along to show you some pictures of my farm in the Salinas Valley. The Salinas Valley is known as the "Salad Bowl of the World".

57. Student 1: You were a farmer, Mr. Wong?
Student 2: Wow, what neat pictures.
Student 1: What kind of farm did you have?

58. Uncle Bob: I had a carrot farm, but we also grew many other vegetables such as celery and lettuce.

59. Uncle Bob: But before we could grow anything, we had to clear off the land first. It was hard work removing the tall trees and digging drain ditches.

60. Uncle Bob: We invented machines too, like this one I designed to pick carrots. It could pick and sort carrots as fast as what a hundred people could do.

Student: That's a real neat invention. I wish I could see it work.

61. Julie: Uncle Bob, why don't you tell us about Lue Gim Gong and the orange?

62. Uncle Bob: Lue Gim Gong came to America from China before I did. He did many, many experiments with apples, raspberries, peaches, tomatoes and other kinds of fruit while he lived in Florida.

63. Uncle Bob: But he was best known for developing a very sweet and strong orange, from which we are able to get many of our oranges today. There is even an orange named after Mr. Lue. Because the orange he developed was so hardy, we are able to have oranges year-round now.

64. Student 2: Wow, I didn't know all this about the Chinese and farming.

Student: And farming was important to the growth of America.

Julie: But farming wasn't the only thing Chinese did in America.

65. Uncle Bob: That's right. In the 1880's, only about 15% of us worked on farms. Many more lived in the cities and worked in factories, stores, laundries, and as service workers.

66. Michael: How come we don't learn all these things in our books?

Juanita: We don't have any books at school about the Chinese in America. There isn't anything in our history books either.

67. Michael: Maybe Mr. Wong will write a book.

Juanita: Yeh, Mr. Wong. YOU write a book.

Uncle Bob: Maybe I will.

68. Julie: Let's put all our reports together and make some books. What our ancestors did in this country is all part of American history.

69. Title Frame

70. Review Question Frame - What contributions have Chinese Americans made in this country?

71. Credit frame

72. Translator frame

73. Special thanks frame

74. Produced by frame

75. U. S. Office of Education frame

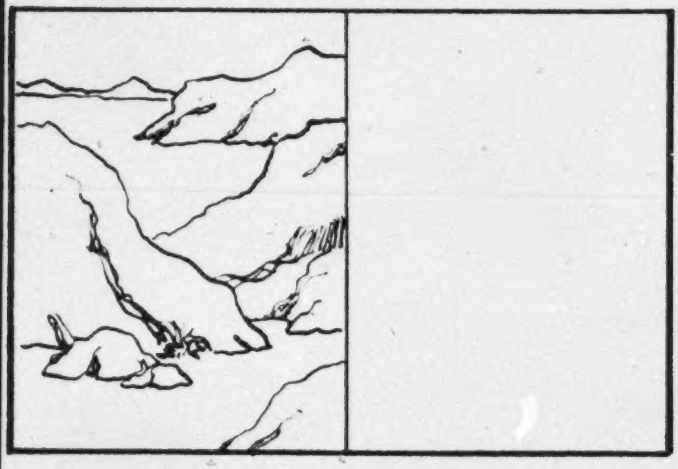
WRITTEN ACTIVITIES

NAME _____ 33.

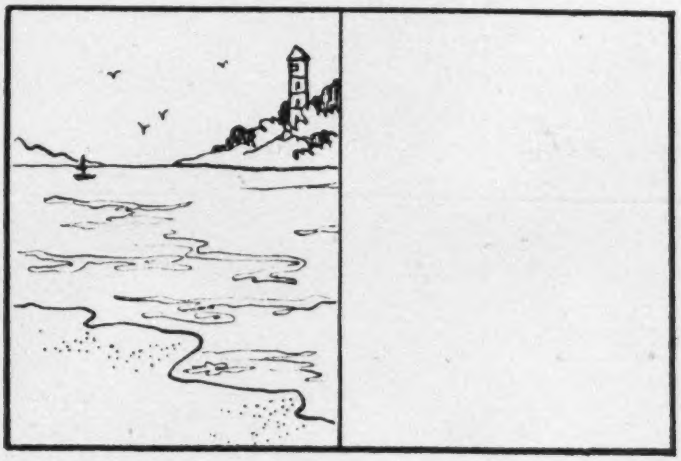
Purpose: To recall the contributions of the Chinese in America

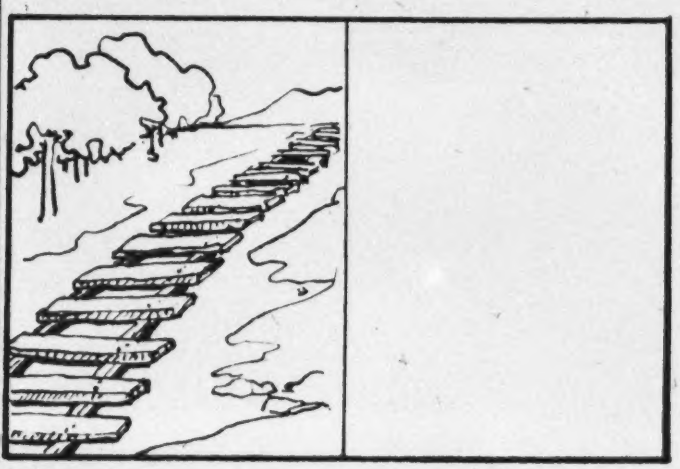
Directions: Cut out the bottom pictures and match them with the other pictures.

GOLD MINING

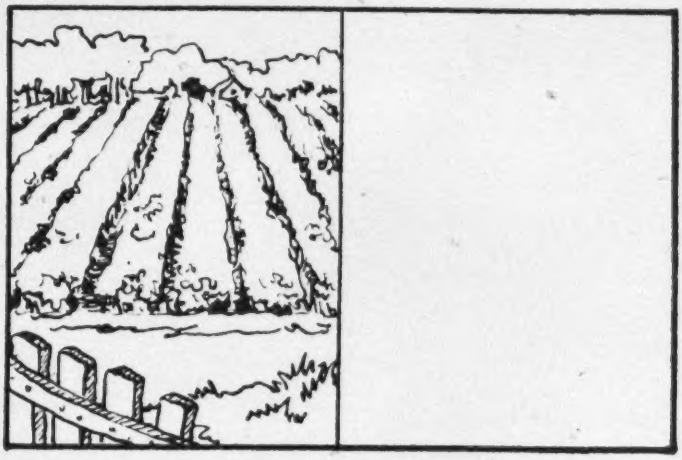


SHRIMP FISHING

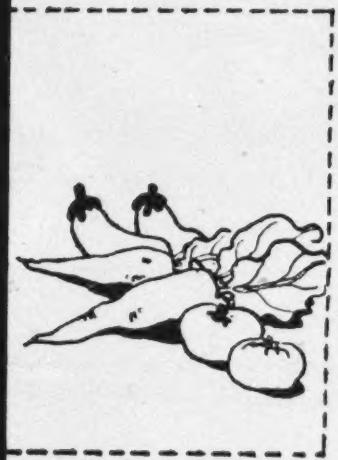


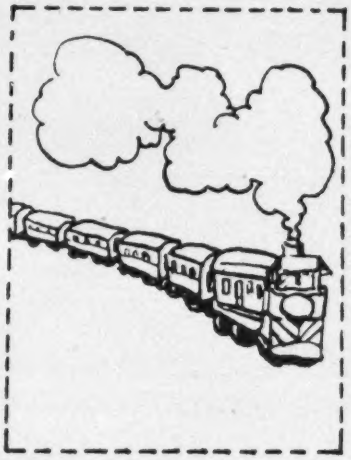


RAILROAD



FARMING





34. NAME _____

CHINESE IMMIGRANTS AS WELL AS OTHER IMMIGRANTS TO AMERICA HAVE DONE MANY KINDS OF WORK TO HELP BUILD THIS COUNTRY.

* SOME OF THE KINDS OF WORK THE CHINESE IN AMERICA HAVE DONE ARE:
  - FARMING
  - FISHING
  - CIGAR (MANUFACTURING)
  - CLOTHING (MANUFACTURING)
  - SHOE (MANUFACTURING)
  - MINING
  - RAILROAD WORK
  - LAUNDERING
  - SAILING
  - WRITING

CAN YOU FIND THEM ALL IN THE WORD SQUARE BELOW ???

* suggestion to teacher:
  To make this activity more challenging, you may wish to eliminate the above hints.
  After making the master ditto, cover up the kinds of work listed before dittoing.

X	I	L	U	Y	S	R	S	C	V	O	P	W	V
E	R	A	I	L	R	O	A	D	W	O	R	K	T
U	E	U	B	N	K	J	I	U	P	O	A	E	X
W	Z	N	R	Q	T	C	L	O	T	H	I	N	G
E	C	D	I	Y	W	R	I	T	I	N	G	L	P
T	I	E	C	A	Q	T	N	N	R	D	K	L	B
F	A	R	M	I	N	G	G	O	E	S	F	N	G
N	E	I	G	K	O	R	Y	T	A	N	B	L	Y
M	I	N	I	N	G	O	W	E	X	A	C	Z	R
I	T	G	N	B	M	E	F	I	S	H	I	N	G
O	A	G	T	D	K	L	G	H	H	I	G	Z	E
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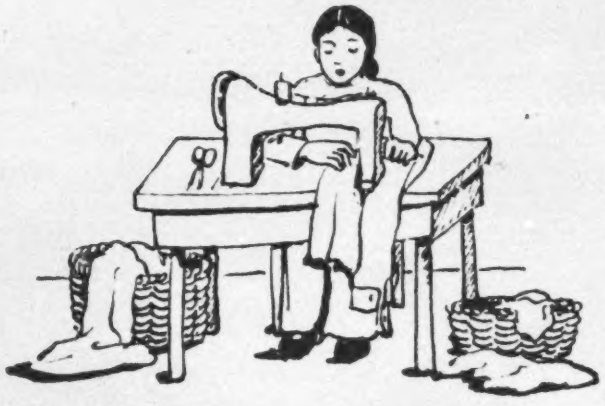


NAME _____

Purpose: To build vocabulary

Directions: Draw a line from each word to its meaning.
Write a sentence with each word.

DO YOU KNOW WHAT THESE WORDS MEAN?

WORD	MEANING
museum	grandparents and great grandparents; forefathers
history	people of Chinese, Japanese, Filipino, etc. descent who are citizens of the United States
ancestors	device used to sift gold from other sand particles
missions	place where works of art or historical objects are kept and displayed
Asian Americans	twigs that are woven together to form hats and baskets
wicker	something done or given to help others
rocker	across the continent
	record of past events
transcontinental	
	churches
contribution	

Use each word in a sentence. Use the back of your paper.

SECTION II - CURRICULUM KIT

There are nine supplementary activities to accompany the filmstrips. The description of each activity and the suggested grade level of each are indicated below.

Help Carol Find the Fastest Way to Chinese School Grade Kindergarten - 3
Maze activity. One xerox copy for the teacher to make thermofax ditto copies.

Set of Two Vegetable Pictures - Connect the Letters Grade Kindergarten - 3
One xerox copy of each for the teacher to make thermofax ditto copies.

Set of Two Vegetable Pictures - Connect the Numbers Grade Kindergarten - 3
One xerox copy of each for the teacher to make thermofax ditto copies.

Vegetable Square Grade 2 and up
Students find and circle the twelve Chinese vegetables.
One xerox copy of each for the teacher to make thermofax copies.

Answer Sheets for the above.

Where Can I Go Play In Chinatown Grade Kindergarten - 3
This is a story book designed for primary level students to expose them to the kinds of recreation that Chinese American children participate in Chinatown. Play area in Chinatown is limited, and the most popular places for children to play here are the places mentioned in the book:

- Chinese Playground, Sacramento Street and Waverly Place
- Cameron House, 920 Sacramento Street
- Chinese Recreation Center, Washington and Mason Streets
- YMCA, 855 Sacramento Street
- YWCA, 965 Clay Street
- Commodore Stockton Schoolyard, 950 Clay Street
- Portsmouth Square, Kearny and Washington Streets

This book can be read to the class as a whole or be made available for students to read themselves. You may want to extract certain words for vocabulary development such as playground, basketball, sandbox.

Xerox Copies of each page are provided so that you can make thermofax ditto masters for students to have individual copies of the book for reading or for coloring.

(Section II continued)

Vegetable Concentration Game — All Grades

This game is suitable for any grade level. It is intended to familiarize students with different Chinese vegetables: what they look like and their names. The rules are standard concentration game rules except that at the end of the game, students should practice pronouncing the Chinese names for these vegetables.

The Chinese names for these vegetables are:

NGAH CHOY - BEAN SPROUTS

FOOH QUA - BITTER MELON

BOK CHOY - BOK CHOY (there is no English counterpart)

GUY LON CHOY - CHINESE BROCCOLI

SIU CHOY - CHINESE CABBAGE

SI QUA - CHINESE OKRA

CHOONG - GREEN ONIONS

CHEET QUA or MO QUA - HAIRY MELON

DOW GOK - LONG BEANS

LIEN NGOW - LOTUS ROOT

GUY CHOY - MUSTARD GREENS

HALL LON DOW - SNOW PEAS

CHEONG DOW - STRING BEANS

WOO TAO - TARO ROOT

LAW BOK - WHITE TURNIP

By looking at the pictures, you can see that there are many similarities between certain Chinese vegetables with other vegetables. Actually, they come from the same family: (i.e., SIU CHOY is from the cabbage family).

However, LIEN NGOW and WOO TAO are both roots so they are not vegetables in the sense that we are most familiar with them.

You may wish to purchase some of these vegetables in Chinatown and develop a science or cooking lesson around it. Bean sprouts are easy to grow.

Tony Chew's Chinatown — Grade 4 and up

This is a mini-slideshow designed for students in grades 4 and up to be used individually or on a small group basis. There are a total of 24 slides to be used in conjunction with a cassette tape. A small pana-vue slide viewer is provided, with a transformer for electrical outlets. The slides can also be placed in a carousel and shown to the whole class.

The purpose of the mini-slideshow is to give students a broader perspective of San Francisco Chinatown, from the viewpoint of one individual, a Chinese American boy who lives in Chinatown.

The KEY CONCEPT here is that San Francisco Chinatown is a small community which has problems, but the people within the community are trying to solve them. SUB-CONCEPTS relate to the particular problem of housing, to the kind of lifestyle Tony has, and to what makes up a particular community.

Before setting up the mini-slideshow as part of a learning center, you might like to have some discussion with your class about what Chinatown is like. After viewing the mini-slideshow, you may wish to plan a short field trip or have students give their views on what Chinatown is like.

Background Information of Places Mentioned in Slideshow

- Ping Yuen Projects, Pacific Avenue between Kearny and Mason Streets
  Opened in 1952, the Projects provide public housing for community residents in Chinatown. There are over 500 apartments in five locations.

- Chinese Hospital, 835 Jackson Street
  This hospital, a non-profit charitable hospital supported by the Chinese community, provides medical and hospital care for the Chinese and neighboring communities in San Francisco.

- Ching Nin Clinic, 511 Columbus Avenue
  Clinic for young women.

- On Lok Senior Health Services, 1490 Mason Street
  On Lok provides health services for the elderly.

- Harbor Emergency Hospital, 1490 Mason Street

- Self-Help For the Elderly, 3 Old Chinatown Lane
  This agency provides social services such as supportive services for the disabled, mental health services and an employment program for the elderly.

- Portsmouth Square, Kearny and Washington Streets
  Located above the Portsmouth Square Garage, the park provides much needed outdoor space for children and adults in Chinatown. Senior citizens take advantage of the sun or play chess games while children romp in the playground. The American flag was first raised here in San Francisco in 1846.

- International Hotel, 846 Kearny Street
  This hotel provides housing for the Asian elderly. At present, tenants and community people are fighting together against eviction by the owner.

EXTRA CARE SHOULD BE TAKEN SO THAT SLIDES DO NOT GET MISPLACED OR LOST.

TONY CHEW'S CHINATOWN

Slide #1 Tony Chew's Chinatown

Slide #2 Many tourists come to Chinatown every day. They think Chinatown is a lot of fun because they can go around and buy souvenirs and take pictures. But I think they forget we live here. This is our home, just like they have theirs.

Slide #3 This is where I live - San Francisco Chinatown. I live here with my mother and father and my four sisters and brothers. Chinatown is my home. I've always lived here. Come on. I'll show you around.

Slide #4 Many people say Chinatown is a ghetto. It's so crowded and so many people are poor. I don't like it so crowded, but Chinatown is my home. All my friends are here. I go to school here. I play here and my mom and dad work close by.

Slide #5 It's convenient for people who live here. There are lots of stores that sell Chinese food. People speak Chinese here. It's also easy for us to get downtown and buy other things.

Slide #6 A lot of the things we need are right here in Chinatown. We have Chinese newspapers, movies, schools, hospitals, churches, and stores.

Slide #7 A lot of people who live in Chinatown work here,too. Over there is Mr. Lew, the butcher. He lives downstairs from us. My mom always shops there for beef and chicken.

Slide #8 ....and sometimes she buys my favorite food - one of those big roast ducks hanging in the window.

Slide #9 This is the grocery store where my mom buys fruits and vegetables. When she shops, she meets a lot of her friends.

Slide #10 My mom works in a bakery shop. When I get out of Chinese school, I stop by the bakery and we go home together.

Slide #11 This is where I live, at one of the Ping Yuen projects. Ping Yuen means "Peaceful Gardens" but it isn't peaceful here. There's too much traffic around us.

Slide #11 It doesn't cost very much to live in the Ping, but rent is high almost everywhere else in Chinatown. And there isn't enough room for everyone to live.

Slide #13 Sometimes I wish we could move out to a bigger place, maybe to the Richmond or to another part of the city. But mom and dad say we don't have enough money to buy a house yet.

Slide #14 There's the Chinese Hospital! We also have some clinics, like one for women, one for old people, and one for emergencies. But that's not enough. There aren't enough doctors here to take care of everyone who gets sick in Chinatown.

Slide #15 My father says TB is very bad in Chinatown. He says it's because people work such long hours and live in such crowded conditions. I know my parents get a TB skin test every year.

Slide #16 A lot of old people get sick but don't have families to help take care of them. Some of them have children who are grown up and live far away now. These people depend on their friends or agencies like Self-Help for the Elderly.

Slide #17 A lot of the old Chinese and Pilipino men don't have places to go or things to do. Everything costs so much. They spend most of their time at Portsmouth Square talking, reading the newspaper, playing Chinese chess, or sitting and watching people. My mother says they're very lonely.

Slide #18 Many of them live across the street in that old brick building - the International Hotel. My father says the owner is going to tear it down and build another tall office building or a parking lot. Then these people will lose their home.

Slide #19 It doesn't make any sense to me. Why would they want to tear down the hotel and build some big office building? People can't live in an office building! Why don't they build something like the Ping Yuen where the old men and families can live?

Slide #20 These old men spent most of their lives working in America, and they have a right to have their homes. And Chinatown is their home.

Slide #21 There's so many tall buildings here. That's all I can see when I look towards the bay. Sometimes I think they're gonna swallow us up. There are new office buildings and parking lots going up all the time.....always getting closer and closer.

Slide #22 I think people should build more places where families can live. And they should fix up the older places so that Chinatown will be a better place.

Slide #23 I wish Chinatown weren't so crowded. It would be good to have more hospitals and health services, and I'd like to have more playgrounds, too.

Slide #24 It is really crowded here and there are a lot of problems, but the people living here are trying to solve them. I want to help, too, because Chinatown is where I live.

ACKNOWLEDGEMENTS

Script: Fred Sutton, Edith Ng, Mary Wong

Photography: Fred Sutton, Edith Ng, George Gee

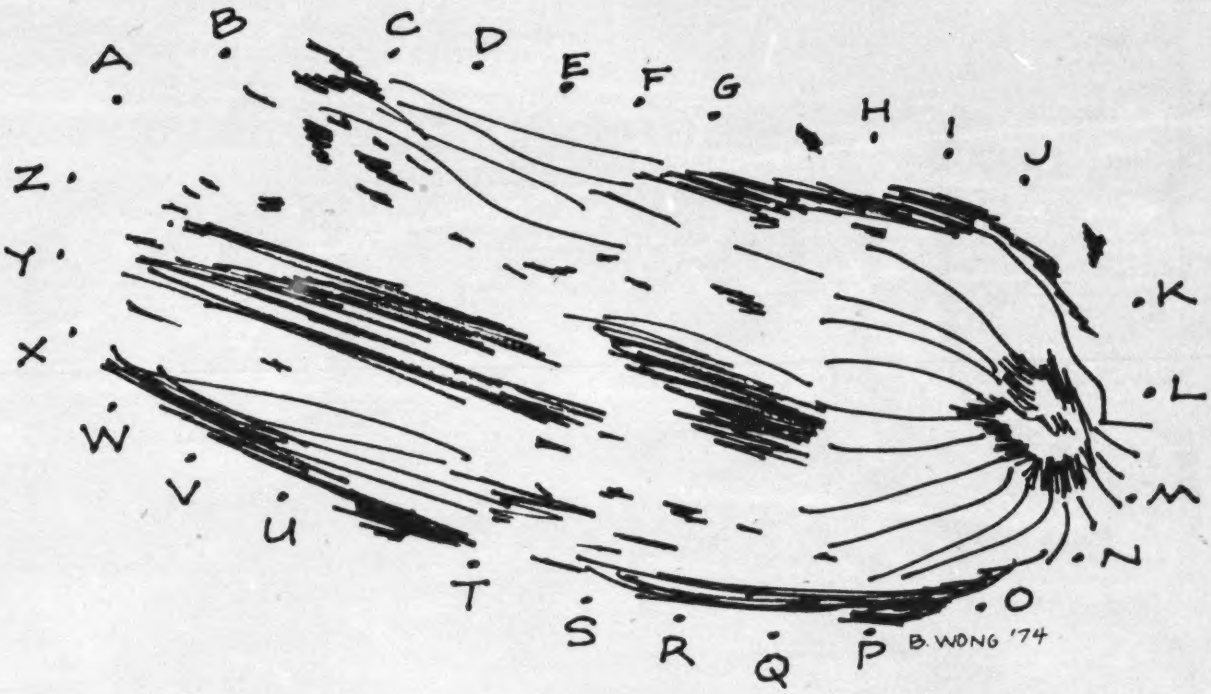
Narrator: Glenn Lee

HELP CAROL FIND THE FASTEST WAY TO CHINESE SCHOOL.

NAME _____

HAIRY MELON
(cheet qua)

毛
瓜



CONNECT THE LETTERS

NAME _____

LOTUS ROOT

(lien ngow)

蓮藕

CONNECT THE LETTERS

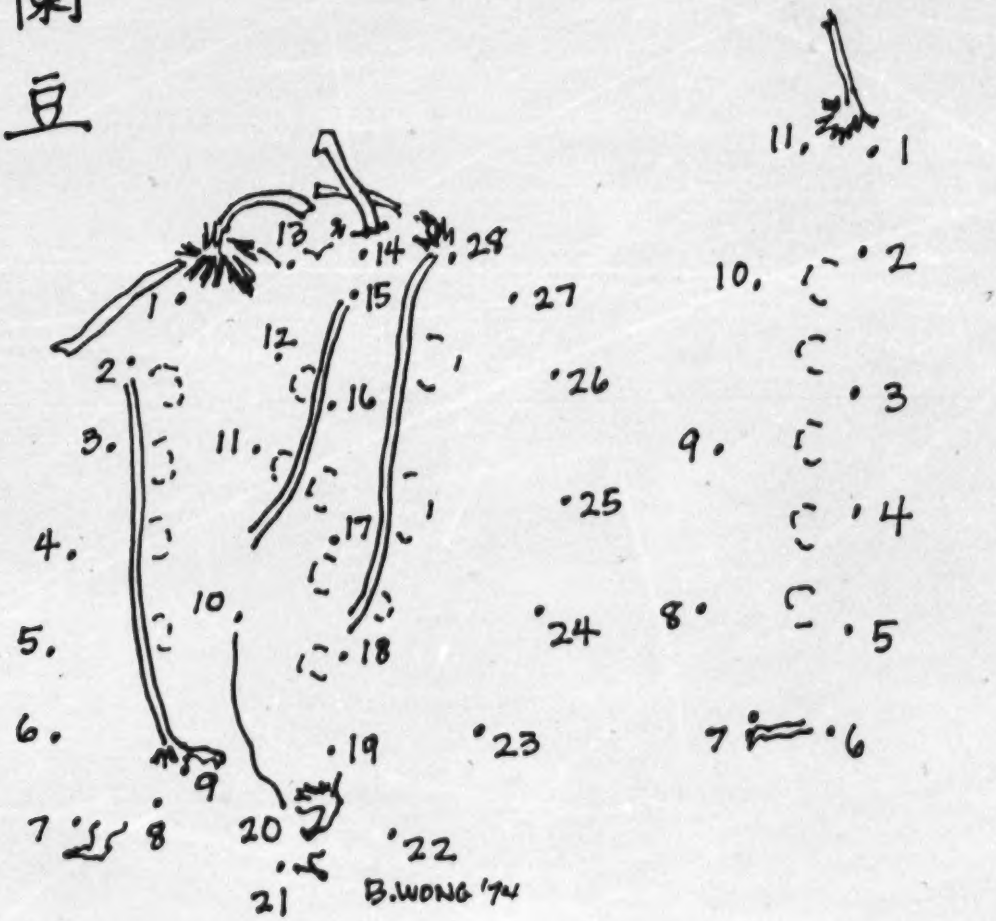
NAME _____

SNOW PEAS

(hall lan dow)

荷蘭豆

CONNECT THE NUMBERS

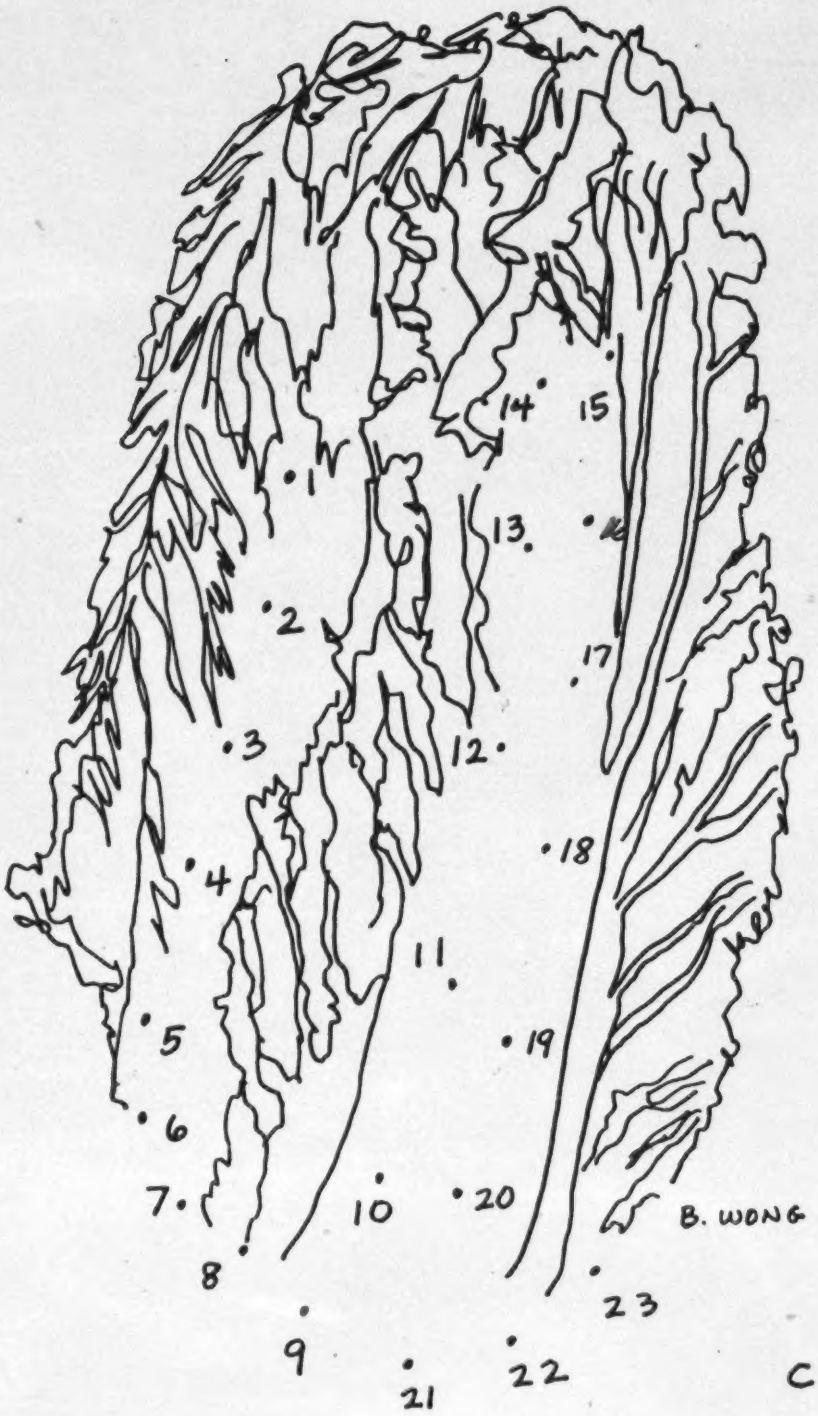


NAME _____ 45.

CHINESE CELERY CABBAGE

(siu choy)

紹菜



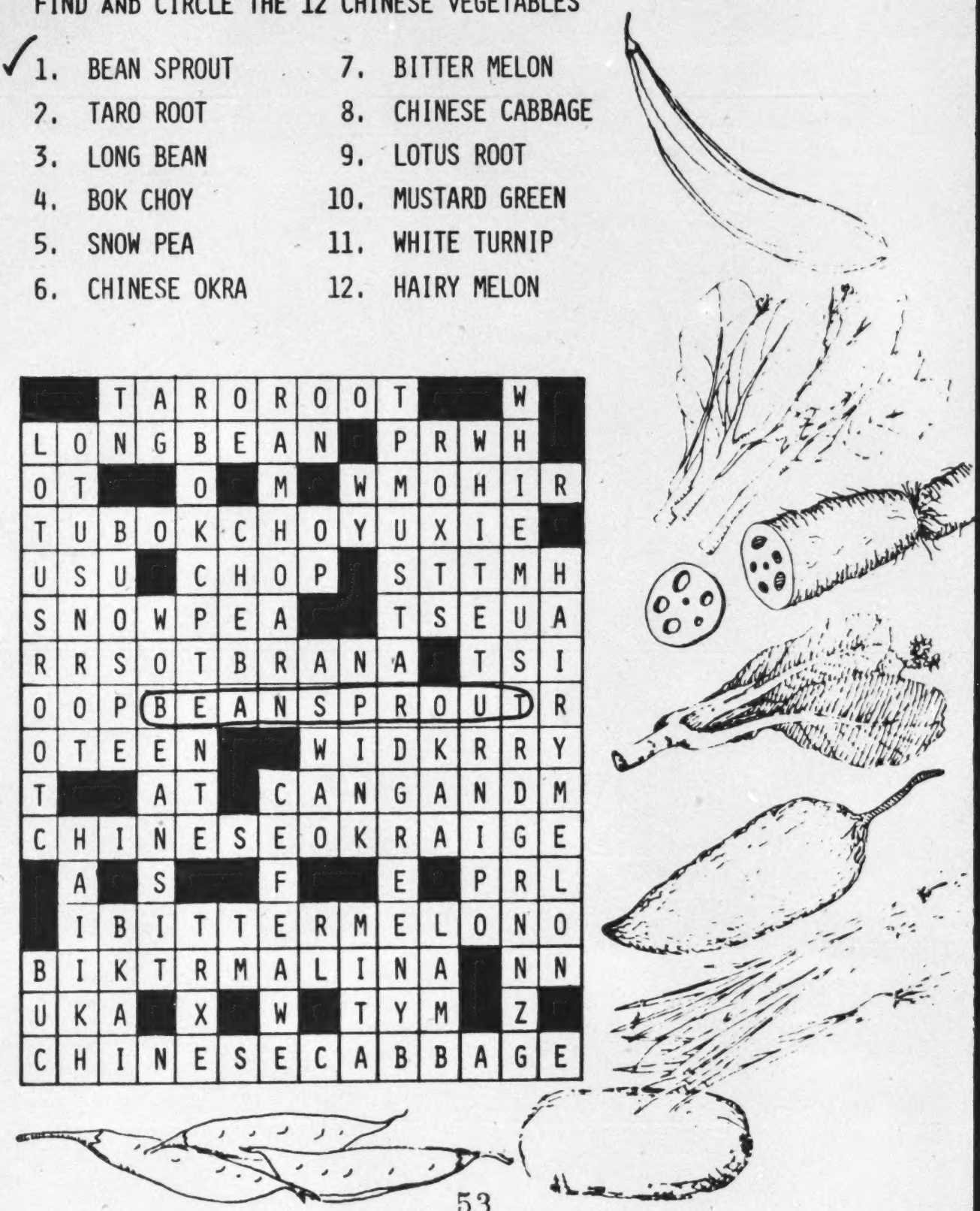
CONNECT THE NUMBERS

NAME _____

FIND AND CIRCLE THE 12 CHINESE VEGETABLES

1. BEAN SPROUT
2. TARO ROOT
3. LONG BEAN
4. BOK CHOY
5. SNOW PEA
6. CHINESE OKRA
7. BITTER MELON
8. CHINESE CABBAGE
9. LOTUS ROOT
10. MUSTARD GREEN
11. WHITE TURNIP
12. HAIRY MELON

		T	A	R	O	R	O	O	T			W	
L	O	N	G	B	E	A	N		P	R	W	H	
O	T			O		M		W	M	O	H	I	R
T	U	B	O	K	C	H	O	Y	U	X	I	E	
U	S	U		C	H	O	P		S	T	T	M	H
S	N	O	W	P	E	A			T	S	E	U	A
R	R	S	O	T	B	R	A	N	A		T	S	I
O	O	P	B	E	A	N	S	P	R	O	U	T	R
O	T	E	E	N			W	I	D	K	R	R	Y
T			A	T		C	A	N	G	A	N	D	M
C	H	I	N	E	S	E	O	K	R	A	I	G	E
	A		S			F			E		P	R	L
	I	B	I	T	T	E	R	M	E	L	O	N	O
B	I	K	T	R	M	A	L	I	N	A		N	N
U	K	A		X		W		T	Y	M		Z	
C	H	I	N	E	S	E	C	A	B	B	A	G	E



ADDITIONAL INFORMATION/SUGGESTIONS

Field Trip Suggestions

Chinese Historical Society: 17 Adler Place, San Francisco, CA 9413?

Oakland Museum: 1000 Oak Street, Oakland, CA 94607

Referrals

Asian American Studies Department, San Francisco Unified School District, 135 Van Ness Avenue, San Francisco, CA 94102

The Association of Chinese Teachers (TACT), 950 Stockton Street, #413, San Francisco, CA 94108

SUGGESTED UNIT OUTLINE FOR FILMSTRIP SERIES*

Day 1: Select one of the three filmstrips (for example, #1).
Pre-test. Conduct pre-viewing discussion.
Show filmstrip.
Do post-viewing activities.
Use learning activities. Supplement with maze activity and vegetable pictures.

Day 2: Select another filmstrip (for example, #2).
Conduct pre-viewing discussion.
Show filmstrip.
Do post-viewing activities.
Use learning activities. Supplement with Vegetable Concentration Game and Vegetable Square.

Day 3: Discuss the two lifestyles seen in the filmstrips. How are the two lifestyles similar or different? What makes people's lifestyles different from those of other people?

Complete the activities. Supplement with mini-slide show and picture book.

Day 4: Show the remaining filmstrip, following the same guidelines as above. If the students are old enough, make all three filmstrips available for individual or small group viewing.

Complete the activities.

Day 5: Review all the key concepts and sub-concepts found in the three filmstrips.
Post-test.
Engage the students in another discussion about the different lifestyles seen in each filmstrip. Which one can each student best identify with? Why? Or can each student identify with a little from each filmstrip? Will any two students in class have identical lifestyles?

Have the students help plan an activity that will allow them to find out more about Chinese American lifestyles, culture and/or history: field trip, report, guest speaker, parent, 16 mm film, ...

*IT WOULD BE MORE EFFECTIVE IF THE MATERIALS CAN BE USED LONGER THAN 5 DAYS.

CHINESE AMERICAN AWARENESS TEST (PRE/POST TEST)

Purpose: To find out children's awareness of Chinese Americans in this country.

Directions:
1. Have children write their names on the test papers.
2. Read all questions orally to the students. Repeat questions.
3. Students are to mark "yes" or "no" to each question.

Note: Primary grade children will have difficulty with such words as "immigrant," "cultural heritage," "similar," and "contributed." Substitute words or explain vocabulary.

Say: Today we're going to learn about Chinese Americans in San Francisco. Before we do this, I'm going to find out how much you know about them. I'd like you to answer some questions for me. Let's practice first. (Put the words "Yes" and "No" on the board. Explain the words.)

Ask: Do Chinese American children in San Francisco go to school? (Student answers. If the answer is "yes," student marks an X on the word "Yes." If the answer is "no," student marks an X on the word "No.")

Ask: Does everyone understand?

Say: If the answer is "yes," you will put an X on the word "Yes." If the answer is "no," you will put an X on the word "No."

Question #1 Chinese born in this country are Americans.
Yes or No. Put an X on the right word.
Repeat question.

Question #2 Chinese in this country do many things similar to other Americans.
Yes or No. Put an X on the right word.
Repeat question.

Question #3 Because of their cultural heritage, Chinese do things that are different from other Americans. (Same directions as above.)

Question #4 Chinese immigrant children have to learn a lot of new things in school. (Same directions as above.)

Question #5 Most Chinese immigrant children get enough help in learning English at school. (Same directions as above.)

Question #6 In many Chinese immigrant families, both parents need to work. (Same directions as above.)

Question #7 Schools and communities should do more to help the immigrant children and their families. (Same directions as above.)

Question #8 All Chinese American children know how to speak Chinese. (Same directions as above.)

Question #9 The Chinese have contributed much to the development of our country. (Same directions as above.)

Question #10 The history of the Chinese in America is part of American history. (Same directions as above.)

Name _____ Date 49.

Chinese American Awareness Test

Directions: Teacher reads all questions orally to the students. Students are to mark "yes" or "no" to each question.

Note: Primary grade children will have difficulty with such words as "immigrant," "cultural heritage," "similar," and "contributed." Substitute words or explain vocabulary.

1. Chinese born in this country are Americans.

   Yes No

2. Chinese in this country do many things similar to other Americans.

   Yes No

3. Because of their cultural heritage, Chinese do things that are different from other Americans.

   Yes No

4. Chinese immigrant children have to learn a lot of new things in school.

   Yes No

5. Most Chinese immigrant children get enough help in learning English at school.

   Yes No

6. In many Chinese immigrant families, both parents need to work.

   Yes No

7. Schools and communities should do more to help the immigrant children and their families.

   Yes No

8. All Chinese American children know how to speak Chinese.

   Yes No.

9. The Chinese have contributed much to the development of this country.

   Yes No

10. The history of the Chinese in America is part of American history.

    Yes No

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CHECK LIST OF INSTRUCTIONAL MATERIALS IN CURRICULUM KIT

SECTION I

Filmstrip, Getting to Know Carol Low
Filmstrip, My Friend, Roland Chan
Filmstrip, Julie's Report

Cassette Tape, Getting to Know Carol Low (English)
Cassette Tape, Getting to Know Carol Low (Chinese)
Cassette Tape, Getting to Know Carol Low (Spanish)
Cassette Tape, Getting to Know Carol Low (Tagalog)

Cassette Tape, My Friend, Roland Chan (English)
Cassette Tape, My Friend, Roland Chan (Chinese)
Cassette Tape, My Friend, Roland Chan (Spanish)
Cassette Tape, My Friend, Roland Chan (Tagalog)

Cassette Tape, Julie's Report (English)
Cassette Tape, Julie's Report (Chinese)
Cassette Tape, Julie's Report (Spanish)
Cassette Tape, Julie's Report (Tagalog)

Recollection Game, Getting to Know Carol Low (20 Cards & Direction Card)
Recollection Game, My Friend, Roland Chan (20 Cards & Direction Card)
Recollection Game, Julie's Report (20 Cards & Direction Card)

What Do You Want To Be? (Board with 8 different activities)

Open-ended Task Cards, Getting to Know Carol Low (4 Cards)
Open-ended Task Cards, My Friend, Roland Chan (4 Cards)
Open-ended Task Cards, Julie's Report (4 Cards)

Role Playing Task Cards (9 Cards & Direction Card)

Written Activities (9 different xerox copies, 9 different answer sheets)

Getting to Know Carol Low, Cut & Paste
Getting to Know Carol Low, Sentence Completion
Getting to Know Carol Low, Crossword Puzzle

My Friend, Roland Chan, Sequence Recall (Illustrated)
My Friend, Roland Chan, Sequence Recall
My Friend, Roland Chan, Crossword Puzzle

Julie's Report, Cut & Paste
Julie's Report, Work Word Square
Julie's Report, Vocabulary Building

Pre/Post Chinese American Awareness Test. Direction Sheet, Answer Sheet, Copy of Test

SECTION II - SUPPLEMENTARY MATERIALS

Written Activities

Help Carol Find the Fastest Way to Chinese School - Xerox Copy & Answer Sheet
Set of Two Vegetable Pictures. Connect the Letters - Xerox Copies & Answer Sheets
Set of Two Vegetable Pictures. Connect the Numbers - Xerox Copies & Answer Sheets
Vegetable Square - Xerox Copy & Answer Sheets

Where Can I Go Play In Chinatown? Picture Book

Xerox Copies of Where Can I Go Play in Chinatown.

Vegetable Concentration Game. (Direction Card and 30 cards)

Tony Chew's Chinatown. (Mini-Slideshow)

One set of 24 slides
Cassette Tape
Panavue Slide Viewer
Transformer

ACKNOWLEDGMENTS

GETTING TO KNOW CAROL LOW

Script: Mary Wong
Script Consultant: Loni Ding
Photography: Phil Toy
Sound Director: Phil Toy
Audio Production: Moonhunter Productions
Music: - Betty & Shirley Wong
- Southern Library of Recorded Music
Artist: Arnold Wong
Graphics: Waylun Soon
Denis Ko

(translators)

Chinese: Irene Kwok, Robert Sung, & Anna Ng
Tagalog: Project Manong & Filipino Immigrant Services
Spanish: Carolyn Lee, Rudy Aguirre, & Ann Nakamura

Special Thanks To:

Melissa Wong
Gina Bendezu
Mr. & Mrs. Eddie Lum & Family
Commodore Stockton School
Chinese Bilingual Title VII
Chinese for Affirmative Action
Tim Mar
Linda Wong
George Gee
Beatrice Jenkins
John Wong
Betty Tom
Susan Yip
Sandra Louie
Frankie Leong Huie
Dario Crawford
Steven Lum
Paul Tui
Laureen Chew
Jones Wong
Marguerite Moragan
Lincoln School, Oakland

MY FRIEND, ROLAND CHAN

Script: Mary Wong
Script Consultant: Julie Yip
Storyboard: Robert Quan
Photography: Gregory Owyang
Sound Director: Jean Wong
Music: - Betty & Shirley Wong, Noel Jewkes, Bill Douglas
- Southern Library of Recorded Music
Artist: Leland Wong

(translators)

Chinese: Robert Sung, Paul Sung, & Anna Wong
Tagalog: Project Manong & Filipino Immigrant Services
Spanish: Rudy Aguirre, Tomas Gaspar, & Sylvia Lopez

Special Thanks To:

Ching Chan
Robert Sung & Linda Sung
Susan Yip
Dennis Chew
Stephen Tam
Fred Dea
Patrick Henry School
Chinese for Affirmative Action
Chinatown Resources Development Center
May Leong
Bonnie Wong
Bob Johnson
Bonnie Wong
Elaine Tze
Michael Ng
Bill Wong
Chung Kam Restaurant
YWCA
YMCA

JULIE'S REPORT

Script: Mary Wong
Storyboard: Robert Quan
Photography: Gregory Owyang
Sound Director: Jean Wong
Music: Southern Library of Recorded Music
Artists: - Leland Wong
- Angela Chen
- Linda Wong

(translators)

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Tagalog: Project Manong & Filipino Immigrant Services
Spanish: Rudy Aguirre, Chris Frausto, Tomas Gaspar, & Sylvia Lopez

Special Thanks To:

Cathy Yee
Alan, Rachel & Kimberly Wong
Danny Fagereng
Oden Ng
Fred Dea
Cathy Ozaki
Homer Lee
Olson Lee
Chinese for Affirmative Action
Chinese Historical Society
Rooftop School
Laureen Chew
Sam Chinn
Jenny Padilla
Debbie Nelson
Jamie Strickling
Jones Wong
Sharon Wong
David Allen
Tom Chenowith

PRODUCED BY: The Association of Chinese Teachers
Project for Cross-Cultural Understanding:
The Chinese Americans

Emergency School Aid Act

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Mary Wong
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Special Thanks to the People Who Worked on the Supplementary Materials:

David
Doug
Edith
Fred
George
Jean
Joy
Kathy
Ko
Linda
Michael
Patricia
Terry
Yoshi